

## JOB DESCRIPTION: ASSISTANT HEAD OF SECONDARY (AHT)

Job Title:	Assistant Head of Secondary	Department:	Secondary
Reports to:	Head of Secondary	Direct Reports:	Heads of Year (HOY)

### Job Scope

The Assistant Head of Secondary (Pastoral) will be a key leader in driving a whole-school shift towards a culture of positivity, high expectations, and mutual respect. The role is central to shaping a consistent behavioural culture where praise, recognition, and strong relationships underpin success. The post holder will lead on embedding a proactive and empowering approach to behaviour, rooted in shared values, restorative practices, and student leadership.

They will work alongside senior and middle leaders to cultivate an environment where staff and students thrive - where good behaviour is the norm, expectations are clear, and students feel motivated to meet them through meaningful praise, rewards, and community belonging.

The role includes strategic oversight of student behaviour, attendance, punctuality, studentship, and the pastoral curriculum—including the assembly programme. The successful candidate will lead the development and implementation of values-led policies and systems that promote consistency, fairness, and inclusion.

They will lead and inspire a culture where effort, character, and contribution are consistently recognised, and where students are encouraged to take ownership of their conduct and learning. Through close collaboration with Heads of Year, teachers, and families, the Assistant Head will foster an environment where students are emotionally and socially equipped to succeed, and where every member of the community is aligned around a shared behavioural ethos.

### EC/ISP Principles

**Begin with children and students.** Our children and students are at the heart of what we do. Simply, their success is our success. Wellbeing and safety are both essential for learners and learning. Therefore, we are consistent in identifying potential safeguarding issues and acting and following up on all concerns appropriately.

**Treat everyone with care and respect.** We look after one another, embrace similarities and differences and promote the wellbeing of self and others.

**Operate effectively.** We focus relentlessly on the things that are most important and will make the most difference. We apply school policies and procedures and embody the shared ideas of our community.

**Learn continuously.** Getting better is what drives us. We positively engage with personal and professional development and school improvement.

## Main Duties & Responsibilities

*This is not an exhaustive list of all duties and responsibilities.*

### Leadership responsibilities:

- Lead a cultural shift across the school, moving away from reactive or punitive responses to behaviour, attendance, and punctuality, and towards a proactive, relationship-driven, and praise-led approach.
- Develop and implement strategic, values-driven behaviour and pastoral policies that are consistently applied across the school, encompassing behaviour, attendance, punctuality, rewards, and studentship.
- Model and embed a consistent behavioural ethos grounded in high expectations, restorative conversations, emotional regulation, and positive reinforcement.
- Work with Heads of Year, teaching staff, and student leaders to create a school environment, underpinned by policy, that is built on mutual respect, encouragement, and high standards of conduct and attendance.
- Design and implement a school-wide rewards and recognition system, underpinned by policy, that celebrates effort, contribution, character, punctuality, attendance, and academic achievement.
- Oversee the development and delivery of an engaging, purposeful assembly schedule that reinforces core values, recognises student achievements, and builds a sense of community and collective identity.
- Promote strong studentship by fostering a culture of independence, responsibility, and pride in learning across all phases of school life.
- Analyse behavioural trends and student voice to identify areas for cultural improvement and design strategies that promote inclusion, fairness, and engagement.
- Support staff to adopt consistent, respectful approaches to behaviour management that empower students to make good choices and take responsibility for their actions.
- Lead professional development and coaching on relational behaviour strategies, emotional intelligence, restorative conversations, and the use of tools such as the Zones of Regulation to support self-awareness and emotional control.
- Strengthen student ownership by building leadership and mentoring opportunities that promote positive behaviour and peer accountability.
- Work in partnership with parents and carers to communicate the school's behavioural culture and support a shared understanding of expectations and rewards.
- Contribute actively to the wider school strategy, aligning behaviour culture with the school's values, vision, and goals for student success.

	<p><b>Teaching and Learning responsibilities:</b></p> <ul style="list-style-type: none"> <li>• A visionary leader who has a clear understanding and knowledge of how to achieve outstanding outcomes within their own subject.</li> <li>• Have a wide range of effective intervention strategies to use in order to focus on improving outcomes in their subject.</li> <li>• Be an excellent classroom practitioner and have the highest standards of teaching and learning within their own classroom.</li> <li>• Ensure that lessons are creative and engaging, leading to students developing a love and a passion for learning the subjects.</li> <li>• Have robust systems that allow students to develop their studentship for the subjects, becoming more autonomous learners.</li> </ul> <p><b>Other duties and responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Any other duties as assigned by the Head of Secondary and/or Principal</li> </ul>
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Person Specification	
Qualifications and related Experience	<ul style="list-style-type: none"> <li>• Good honours degree.</li> <li>• Hold a QTS or PGCE teaching qualification, preferably from the UK.</li> <li>• Successful teaching experience in secondary education of at least 3 years.</li> <li>• Previous experience in a leadership role is preferable but not essential.</li> <li>• Experience of having responsibility for sustaining and improving outcomes.</li> </ul>
Competencies: Skills & Abilities	<ul style="list-style-type: none"> <li>• Is honest, even when this is uncomfortable.</li> <li>• Has integrity, even when this is difficult.</li> <li>• Is transparent, consistent and fair.</li> <li>• Can be flexible when the situation demands.</li> <li>• Is reflective, always seeking to improve.</li> <li>• Always assumes positive intent.</li> <li>• Is incredibly hard working, even if it means going above and beyond.</li> <li>• Is a team player and can share the load at peak times.</li> <li>• Is a lifelong learner - engaged in their own professional development</li> <li>• Takes feedback well, always seeking this as helpful feedback to improve.</li> <li>• Is a strategic thinker - is able to see the bigger picture.</li> <li>• Is systems orientated.</li> <li>• Pays attention to detail - has high standards.</li> <li>• Has impact - can follow things through to an outcome.</li> <li>• Is proactive at identifying issues before they arise and suggesting solutions.</li> <li>• Can propose solutions that are suitable for all key stages - solves rather than narrates problems.</li> <li>• Is thorough in all that they do.</li> <li>• Has a sense of humour.</li> </ul>
Competencies: Knowledge	<ul style="list-style-type: none"> <li>• Thorough knowledge and understanding of data, tracking and systems.</li> <li>• Knowledge of effective teaching within a secondary school.</li> <li>• Knowledge of subject specific pedagogy.</li> </ul>

	<ul style="list-style-type: none"> <li>• Knowledge and understanding of relevant legislation and current educational developments in the UK and the UAE with particular reference to Dubai.</li> <li>• An understanding of the skills needed to lead in a climate of constant change.</li> <li>• A thorough understanding of self-evaluation.</li> </ul>
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Leadership Competencies	
Leadership:	<b>Collaboration</b> - Takes an active part in leading their school or region; is cooperative and a genuine team player, developing positive, supportive relationships with colleagues to solve problems and maximise opportunities.
	<b>Learning &amp; Getting Better</b> - Continually demonstrates personal commitment and passion for learning and getting better using evidence and feedback; supporting others in their continual learning, development and growth.
	<b>Leading &amp; Inspiring Others</b> - Supports, encourages and inspires students, colleagues and teams so that they give their best.
	<b>Understanding People</b> - Is a very good judge of talent, can objectively articulate the strengths and motivations of people inside or outside the organisation.
	<b>Influencing &amp; Communication</b> - Consistently informs, influences and inspires students, parents and colleagues through timely and effective communication.
Strategy & Innovation:	<b>Innovation Leadership</b> - Is good at creating an environment where ideas for learning initiatives and services are generated and is able to motivate and inspire others through the process of creation through to completion.
	<b>Agile</b> - Responds and adapts to changing circumstances; manages and solves problems by providing solutions in a climate of ambiguity.
	<b>Strategic, Commercial &amp; Financial Awareness</b> - Has the ability to apply understanding of the business and sector to improve effectiveness and profitability.
Delivering Results:	<b>Outcome Driven</b> - Can be counted on to find solutions. Is consistently looking to exceed goals and is focused on KPIs.
	<b>Resilience</b> - Can deal with setbacks and challenges calmly and effectively.
	<b>Planning &amp; Decision Making</b> - Makes decisions on the best course of action and then plans, organises, prioritises and balances resources to achieve the desired outcome.
Community Focus:	<b>Community Focus</b> - Is committed to meeting and exceeding the needs and expectations of our students and their families.
Integrity & Ethics:	<b>Integrity &amp; Ethical Management</b> - Has the ability to work ethically and with integrity; helping others to feel valued; puts the wellbeing of students and colleagues first and upholds and models our vision, purpose and principles.

	<b>Diversity &amp; Equality</b> - Has the sensitivity, awareness and skills to understand the values, behaviours, attitudes and practices across cultures that supports all children and adults to learn and work effectively.
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### Safeguarding Statement

*The English College and ISP are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All post holders are subject to appropriate vetting procedures and satisfactory Criminal Background Checks or equivalent covering the previous 10 years employment history.*

*ISP is committed to strengthening our inclusive culture by identifying, hiring, developing, and retaining high-performing teammates regardless of gender, ethnicity, age, disability status, neurodivergence, socio-economic background or other demographic characteristics. Candidates who share our vision and principles and are interested in contributing to the success of ISP through this role are strongly encouraged to apply.*

### Review & Declaration

This job description is subject to review by WSLT, in collaboration with the post holder to ensure that it is kept up to date and relevant. Any changes will be implemented after consultation with the post holder.

Employee Name:		Date:	
Signature:			